DOCUMENT RESUME

ED 104 780 95 SO 008 278

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TITLE Education Power (Local Level). Grade Three, Unit Two, 3.2. Comprehensive Social Studies Curriculum for the Inner City.
INSTITUTION Youngstown Board of Education, Ohio.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE Jun 71
NOTE 45p.; For related documents see ED 070 693 and SO 008 271 through SO 008 300

EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE
DESCRIPTORS Cultural Awareness; Educational Finance; Educational Programs; Elementary Education; Grade 3; Learning Activities; Local Government; *School Administration; *School Systems; *Social Studies Units; Teaching Techniques; *Urban Education
IDENTIFIERS Elementary Secondary Education Act Title III; ESEA Title III; FICSS; Focus on Inner City Social Studies

ABSTRACT

The second unit of the third grade level of the FICSS series (Focus on Inner City) Social Studies -- see SO 008 271) focuses on student awareness and involvement of local school and educational systems. Through the many activities of the unit, students learn about school boards, teachers, principals, superintendents, educational finance, and other elements of the school system. The unit also looks at reasons why students should get an education, shows some of the problems of the school system, and other suggestions for change. The format of the unit includes an introduction, essential source materials, learning and behavioral objectives, and supplementary resources for both the student and the teacher. (JR)

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EDUCATION POWER (LOCAL LEVEL)

GRADE THREE, UNIT TWO

3.2

according to the
"Comprehensive Social Studies Curriculum for the Inner City"
as developed by

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(Focus on Inner City Social Studies)
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The work presented or reported herein was performed pursuant to a grant from the U. S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education and no official endorsement by the U. S. Office of Education should be inferred.

Project No. 6090

June, 1971

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INTRODUCTION TO UNIT 3.2

Every child, inner city or suburb, needs to know about the educational system of which he is so totally a part. Of all man's institutions, none is more responsible for inducting the young into the culture. None is more potentially able to inculcate ideals of freedom and democracy of brotherhood and love. None is better able to enable the individual to realize his own power of self nor better able to educate for the efficacy of group power.

This unit follows one on local government. It builds on that unit by continuing the major ideas related to organizing to accomplish a task, paying for desired services, accountability, and mobilizing forces for change.

Specifically this unit helps in answering some of the following questions:

1. How is our educational system organized?
2. How is it financed?
3. Why should "I" get an education?
4. What are the problems of our educational system?
5. How can we change the educational system?

Introduction to a Unit Teaching Strategy

Suggested Teaching Procedures and Introductory Activities

Teaching Procedures

1. These units are based on a depth study strategy approach. It is felt that this method is consistent with the "learn by doing" theories of John Dewey which have been corroborated by Piaget.

2. The basic steps for this stategy consist of introductory activities conducted by the teacher which excite the interest of the student and cause him to ask questions about the new study. These questions serve as an introduction to the scope of the topic.

3. The students, working in groups, or individually, research the questions they have raised and categorized. Each student contributes to the committee work in his own special way and at the same time develops the ability to work in a group situation.

4. One of the most easily recognized trends in the development of recent thought in social studies education is that which is directed toward providing inquiry experiences for the pupil. In these experiences students would not necessarily be told the meaning of the data they would encounter nor would the data necessarily be presented to them. They would have to search for it and to bring meaning to that which they found. From this description, then, it is seen where the depth study strategy proposed here is in concert with the spirit of inquiry.

5. When the group prepares its presentation for the class, they have many occasions to review and restructure their information. After hearing each of the presentations the teacher leads the class in an overview and helps them gain perspective on the topic. The facts gained are used to develop hypotheses and generalizations. Again the facts and understandings are used to develop the culminating activity. Although each of these activities is somewhat different, they all are forms of review or reuse of acquired information. The student, then, is involved in no less than three opportunities to recall and use the new data. Each time, of course, the information is called for in a new context.

6. In a depth study approach, the teacher assumes the role of the structurer of learning activities. Also, however, the teacher is the most readily available resource person, both for process and content. The class could conceivably ask the teacher to talk to them about a specific topic or to discuss a film or filmstrip. If the teacher has had special experiences which are pertinent to the study, the class may call upon him to show slides or to deliver a special talk.

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STRATEGY	SOME SUGGESTED REPORTING ACTIVITIES
VI. Reporting Committee Findings	1. The students could make a map of their school system, locating pertinent buildings, bus routes, student population, etc.
	2. The students could make a chart of the school system employees. The chart could be of their building alone, the whole system, both or any part. It could include job descriptions and pictures.
	3. The students could make booklets about the school system and use pictures of their building, other buildings in their system and buildings from other systems - a comparison activity.
	4. The students could role-play the various administrative jobs and also the various supporting jobs in the school system.
	5. The students could make bulletin board displays from pictures, articles and other material which they brought in themselves.
	6. The students could put on a levy campaign in the classroom and have a vote to see if the campaign were successful.
	7. The students could have "buzz" groups to discuss various system problems and ways to solve them.
	8. The students could have a panel discussion. The panel could be changed from time to time in order to give everyone a chance to participate.

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PHASE	PURPOSE
V. Information Retrieval	To allow students the opportunity to answer their own questions, to employ their library skills, to develop critical thinking and logical organization of data.
VI. Committee Reports	To develop and rehearse the presentation to the class.
VII. Perspective and overview	To hear the reports of each committee which has sought answers to the questions of the class.
VIII. Developing Hypotheses and Generalizations	To integrate the findings of the committee reports, to note trends, likenesses and differences when compared with other examples known by the students.
IX. Culminating Experiences	To study the information presented to discover some basic principles of the social sciences which may be operant.
	To gain further perspective and to enhance recall.

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MINIMUM ESSENTIAL MATERIALS

The following materials are considered essential references for students and teachers for this unit of study. The questions are based on a classroom size of 30 pupils.

Resource	Teacher	Pupil	Price
Books:			
1. Buchheimer, Naomi. Let's Go to a School. New York: Putnam & Sons, 1957, $2.43 each		3	$ 7.29
2. McCable, Sybil A. How Schools Aid Democracy. Chicago: Benefic Press, 1964, $2.80 each		3	8.40
3. Edward Radlauer and Ruth Shaw. What Is A Community? Elk Grove Press, 1967, $3.95 each.	1	19	79.00
4. Scarry Patsy. Schools Around the World. Morristown, New Jersey: Silver Burdette, 1965, $2.95 each		3	8.85
Filmstrips:			
1. Big City U.S.A. - Education in the Big City.			
	TOTAL		$ 103.54

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OBJECTIVES

Knowledge

The pupil will know that:

1. School board members are elected by local residents in a non-partisan election.
2. School boards are responsible for the operation of local schools.
3. School board members are not often from lower socio-economic groups. This is more common recently in the inner city.
4. Ethnic groups are not usually well represented on school boards.
5. By law, the teacher is responsible for his pupils' safety.
6. The teacher does not choose what to teach, but can choose how.
7. The principal in a building is responsible for the teachers, maintenance workers, cooks, clerks and secretaries in his building.
8. The teacher does not choose the pupils he wants. The principal assigns students to rooms.
9. Teachers, principals, superintendents, janitors, cooks, clerks, secretaries and school board members work together as a team.
10. Schools need money in order to stay open. The largest share of that money comes from people who pay a tax on property which they own.

Objectives (Cont.)

11. The amount of money paid by homeowners, on property which they own, is called a tax levy.

12. Schools sometimes borrow money to build new buildings, buy new equipment and make repairs. This borrowed money is called bond money and must be paid back over many years.

13. School systems cannot spend money any way they please, but are subject to certain local, state and national laws.

14. School has a real value to each student in helping him gain earning power and learning power.

15. Reading is valuable because it helps you get better jobs, understand others better, and avoid being gypped when you buy.

16. Writing is valuable because it helps you express your opinions to others, request information from others, and as adults, sign contracts and credit cards.

17. Arithmetic is valuable because it helps you compare and contrast prices, determine the best buys, avoid being cheated.

18. Desired change can come about through peaceful means such as voting, the P.T.A. activities and attendance at school board meetings.

19. Desired change can come about through more active means such as boycotting, picketing and demonstrations.

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Objectives (Cont.)

20. Desired change can come about through violent means such as vandalism, confrontation (Ocean Hill, Brownsville) and strikes.

21 Strikes can be by teachers, parents, and/or pupils.

Skills

The pupil will be able to:

1. Use maps to locate and identify portions of the city discussed in the unit.

2. List or orally identify at least three other people besides teachers, principal or janitor who work in his building.

3. List or orally identify at least three people who work in his school sytem, but not in his building.

4. Identify situations in which reading, writing and/or arithmetic has helped or could have helped him.

5. Effectively use a combination of reading and writing in his committee work.

6. Relate arithmetic to his home life and indicate some uses of it to his own personal benefit.

7. List and identify possible ways of getting schools to change.

8. List and describe some areas in his own school or school system which need change.

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Attitudes

The pupil will:

1. Develop an appreciation of the importance of others as evidenced by his willingness to listen to and accept their points of view.

2. Gain a new respect for the officials in his school and school system as evidenced by his willingness to cooperate in the school environment.

3. Appreciate the contributions of others to his education as evidenced by his voluntarily bringing in news items related to school affairs and people.

4. Develop a new appreciation of community school services as evidenced by his realization that his family alone could not provide same.

5. Recognize the value of both individual and group work as evidenced by his willingness to work in both situations when appropriate.

6. Recognize the value of different resources as evidenced by his use of multiple resource helps.

7. Realize the importance of his role in improving the system as evidenced by his willingness to take part in positive change activities.

8. Respect the need for rules as evidenced by his willingness to follow established rules and to make and follow new rules.

9. Develop a tolerant attitude as evidenced by his acceptance of the contributions of others.

10. Gain a new understanding of parent and administration problems as evidenced by his willingness to work toward solving them.

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Behaviors

The pupil will:

1. cooperate with members of his class on certain projects.
2. cooperate with his committee to get the job done.
3. assume individual responsibility for certain tasks.
4. carry his share of the load and help others as well.
5. do his best whether he is leader or follower.

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STRATEGY	LEARNING ACTIVITIES	MATERIALS
1. Introductory Activities	1. Riddle:	
A. To stimulate students to ask questions from which the unit study may be structured	I used to have one room A pot belly stove gave me heat When someone in me was bad He often would get beat. I used to be small And covered with red paint In my single room People learned not to say "aint".	
B. To stimulate interest in, and a desire to investigate, the local school system.	Today I am big And often made of bricks, People in me still learn not to say "aint" They learn science and mathematics. Many people work in one They like me, as a rule I help them learn about people, I am a _____.	
	2. Display:	
	Make a display of realia, news clippings, books, etc., which relate to the four areas to be discussed in this unit: school organization, school finance, why go to school and problems of education.	

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STRATEGY	LEARNING ACTIVITIES	MATERIALS
1. Introductory Activities (Cont.)	3. Scramble: I A T E N O D U C	
	4. WANTED: Ask for photos of your superintendent, assistant superintendent, etc. your principal and other local school employees. Put each photo in a WANTED! poster. (Pupils will probably ask: Who are they? What do they do? Why are they wanted?	Pictures of building personnel.

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STRATEGY	LEARNING ACTIVITIES	MATERIALS
II. Raising Questions	With adroit leadership, such questions as the following might easily arise out of the initiating activities described: 1. Who runs the schools and how? 2. Where do we get the money to run the schools? 3. What good is an education to us? 4. Is being an educator (teacher) as easy as it looks? 5. What can we do to make education better for ourselves, our neighborhood and our nation?	

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STRATEGY	LEARNING ACTIVITIES	MATERIALS
III. Categorizing Questions	The pupils can determine which questions should be grouped together since they refer to similar things. When they label each topic, they can determine if the questions in that grouping are appropriate. Further they can see that some areas have only one or two questions. Since they have identified the topic, they can augment the questions in these "malnourished" areas. It is impossible to accurately predict the categories children will develop. If they differ from those as presented in this unit, that should be no problem. They are only presented in the following order to suggest one possible way of organizing the data and for facilitating information guides for the teacher: 1. Committee A--Structure and Personnel 2. Committee B--Finance 3. Committee C--Value of Education 4. Committee D--Problems and Solutions	

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STRATEGY	LEARNING ACTIVITIES	CONTENT
IV. Formation of and Instructions to Committees 1. To identify the necessary tasks of the committees.	The students may wish to work in groups to pursue those topics which most interest them. The content might also be revealed through a more traditional approach, but the unit writers believe it of great importance that pupils learn the skills and the problems associated with cooperative efforts. Thus they recommend the committee as the agent for seeking factual information. The committee organization also allows for individual excellence, especially as it is perceived as effecting group goals. <u>Activities</u> Discuss and decide on something like this: Class discussion concerning: 1. The tasks of a committee 2. The roles of committee persons 3. The sources of information	A. Tasks of Committees 1. Organize committee a. Random selection by teacher or students. b. Ranking by students of choices on slips of paper. c. Using sociograms to achieve balance within a committee (may be homogeneously or heterogeneously based). 2. Utilize class questions as starting point for planning committee work. 3. Add new questions suggested by committee members. 4. Assign research, find information, coordinate information, develop and present.

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STRATEGY	LEARNING ACTIVITIES	CONTENT	MATERIALS
2. To determine desired roles in committee operation.		B. Roles in a Committee 1. Leader a. To help make everyone become a part of the group. b. To let everyone have his turn at the "good" group jobs. c. To solicit ideas from all members of the group. d. To permit the group to decide which ideas are best. e. To keep the group moving to get its job finished in the best way it can. f. To help your group decide what its job is. 2. Group Member a. To help the leader carry out plans. b. To complete the work assigned him. c. To work without disturbing other group members. d. To ask other members for their ideas. e. To select only those ideas which help the group do its best work. f. To make other members of the group feel welcome.	

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STRATEGY	LEARNING ACTIVITIES	CONTENT	MATERIALS
3. To determine desired roles in committee operation.		3. Secretary a. Record group decision b. Verify motions and decisions c. Aid committee in coordinating research	
4. To identify sources for obtaining necessary information.		C. Finding Information (See Section I) 1. Textbooks and books a. Use of index b. Use of glossary, appendix, map lists, illustrations 2. Encyclopedias a. Use of key works; letters on volume, index, class reference 3. World Almanac 4. Pamphlets 5. Pictures 6. Filmstrips 7. Charts, cartoons, posters, graphs 8. Records 9. Community Discussion possibilities for presentation: 1. Reports 2. Panel and round table discussions 3. Visual aids 4. Audio aids.	

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STRATEGY	LEARNING ACTIVITIES
V. Information Retrieval All Committees	SUGGESTED INFORMATION RETRIEVAL ACTIVITIES

1. Invite administrators, school board members, parents, teachers, and high school students in to serve as resources for various committees. Be sure the purpose of each visit is clear.

2. Survey attitudes of parents toward the school and new levies or bond issues.

3. Request parent newsletters or other official board communications for classroom use.

4. Ask members of the P.T.A. to aid in providing specific information as needed by a committee.

5. Write to children in other school systems to ask them for comparable information.

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee A Structure and Personnel	I. Structure and Personnel A. Boards of Education 1. Local a. Personnel 1) Elected by popular vote in non-partisan, at large election. 2) Some large metropolitan areas and some southern states members are appointed by an elective body (legislature) or an elected official (mayor). 3) Usually public spirited individuals, as pay is either very small (ex. $20.00 per month) or non-existent. 4) Most often are business or professional men, as they have more time and money, and are heavily representative of the upper socio-economic stratum of local society. 5) Membership varies from 5 or less in small districts to 9 or more in large districts. 6) Remaining members name replacements in cases of death or resignation. b. Duties and power. 1) Chartered by the state and has the legal status of a quasi-corporation. 2) Charged with the management of the finances, buildings, grounds and personnel of a local public school system. 3) Can purchase, hold in trust, and dispose of, certain state properties. 4) Can sue and can be sued. 5) Can enact legislation to govern the monies, properties and personnel under its jurisdiction.	

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee A Structure and Personnel (Cont.)	6) Subject at all times to state laws which govern all education. 7) Can levy certain taxes but all taxes over a certain amount are subject to approval by local vote. 8) Usually meets in regular public meetings once a month but can meet more often for special purposes. 9) All meetings except executive sessions, are open to the public and no official legislative decisions can legally be made except in open public meetings. 2. State a. State school board members are usually appointed by the governor and are advisory groups. They have no real power and do not usually prescribe state educational practices. They are frequently the center of controversy, often politically motivated. 3. Federal a. No federal board of education exists, per se, but the Office of Education, under the administration of the Department of Health, Education and Welfare has many officials who do much to establish national policy in education. B. Administration 1. Superintendent (local). a. Hired by the Board of Education. b. Is increasingly becoming a management specialist. c. Is authorized by the Board to supervise:: 1) All school system employees 2) Salaries 3) Selection of new employees. 4) Assignment of duties.	

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee A Structure and Personnel (Cont.)	5) Equipment and supplies 6) Content of curriculum 7) Methods of instruction 8) Adaption and adoption of textbooks 9) Hours and days of school attendance 10) Assignment of pupils to grades and buildings 11) Determination of what buildings are to be used for what purpose, new buildings needed and where such new facilities are to be built. 12) Safety and sanitary conditions of all buildings, grounds and equipment under his jurisdiction. 13) Regulations governing attendance and conduct of all students and personnel in the system. 14) Any other matter which concerns students, parents, personnel, equipment, grounds, building, levies, bond issues or conduct of the school system business. 15) Determination of what monies are needed to run the system and how best to raise such monies. d. Is subject at all times to state laws, rules and regulations. e. Is responsible to the public at large but especially to those whose children attend the system. f. Usually works very closely with the Board of Education which ordinarily acts at his recommendation.	

STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee A Structure and Personnel (Cont.)	g. Delegates much of his authority to others, especially to building principals. 2. Superintendent (State). a. Usually appointed by the governor. b. Has no power locally, and very little statewide. c. Usually in an advisory capacity. 3. Superintendent (Federal). a. A member of staff of Office of Education. b. Advisory capacity. c. No real power in local systems. d. Can affect local systems by proposed programs. 4. Principals. a. Hired by the local Board of Education upon the recommendation of the local superintendent. b. Usually has jurisdiction over one building, but in some systems may have two or more due to lack of funds. c. Has delegated authority to supervise: 1) The teachers and other personnel in his building(s). 2) The attendance and conduct of students who attend his building(s). 3) The content of the curriculum and method of instruction, subject to the system requirements. 4) Hiring and firing of personnel under him, within certain rather narrow limits (tenure). 5) Assignment of pupils to certain classes. 6) Attainment of sufficient and proper supplies. 7) School-community relationships.	

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee A Structure and Personnel (Cont.)	d. Is directly responsible to the local superintendent, but also to the local Board and is subject to all state laws covering his position. e. Stands "in loco parentis" in many systems although this may be under revision. 5. Teachers a. Hired by the Board of Education upon recommendation of the Superintendent who often gets help from Principals. b. Subject to all state laws as well as local rules and regulations. c. Have authority to supervise: 1) The day by day conduct of pupils. 2) The content and control of curriculum in the classroom, and method of teaching. subject to local requirements. 3) The timing and placement of material again subject to system requirements. d. Must carry out the dictates of the system, even if they seem wrong, or they could be fired. 6. Auxillary Personnel (local). a. Secretaries 1) School Board clerk a) Handles financial details. b) Keeps records of business of Board. c) Is Board member (usually). 2) Superintendents and Principals usually have at least one. b. Clerks 1) Record making, filing and keeping often need many of these. c. Assistants 1) Superintendent 2) Principal	

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee A Structure and Personnel (Cont.)	d. Paraprofessionals. 1) May be paid as teacher aides, librarians, clerks. 2) May be unpaid and are the usual parents who are concerned. e. Other 1) Bus drivers. a) Only needed where children must walk long and/or dangerous routes to school. 2) Cooks a) Only needed where food is served in the school. 3) Maintenance a) A janitor is needed in most buildings to tend the furnace and make minor repairs. b) Clean-up crews usually operate at night, to sweep, dust, mop, etc. c. In large buildings with extensive grounds men are needed to wash windows, scrub floors, cut the grass, tend to the athletic field and so on. d) These people are usually hired by the Superintendent and are subject to all rules and regulations of the system. 7. Organizations a. P.T.A.-an advisory or auxillary agency which, while not officially connected to the school is a vital part of many school systems. 1) Idealistically, the P.T.A. a) Promotes the welfare of children. b) Attempts to raise the standards of home life through a closer home/school relationship.	

STRATEGY	CONTENT	MATERIALS
V. Information Retreival Committee A Structure and Personnel (Cont.)	2) Realistically, the P.T.A. a) Serves as a social club. b) Serves as a fund raising organization for various school projects, often centered on athletics. c) Serves as a tool of those who want change. d) Informs concerned adults about local school and community needs. e) Forms study groups to investigate educational innovation. f) Is often a vital part of school levy campaigns.	

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee B Finances	II. Finances A. Local 1. Levies a. A property tax on real estate is the primary source of money for running the local schools. 1) In 1969 about 60% of the money to run local systems came from this source. 2) Must be approved by local election. 3) Much resistance to increased taxation in 1970. 4) This means that other expenditures (salaries, supplies) must be curtailed or the system might have to close for awhile. b. A tax on tangible personal property (automobiles, boats, clothing, machinery, livestock) brings in a very small percent of local money. Some districts do not have this tax at all. c. Most state, church and educational property, federal property, and property of charitable and non-profit organizations is exempt from local property taxes. This substantially reduces the tax base availabe to a local system. d. Levies are based on the assessed value of lands and buildings and can increase or decrease in yield as property values increase or decrease. 2. Bonds a. Usually issued to build a new facility or rebuild an old one or repair existing structures. b. Must usually be approved by the local voters. c. A type of interest bearing loan which must eventually be paid back. d. Usually have a time limit within which they must be paid back.	

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee B Finances (Cont.)	e. Cannot be used for any purpose other than the one stipulated on the ballot. f. Are subject to certain Federal, State and local laws. g. Are usually suggested or recommended by the local Superintendent, and okayed by the local Board. 3. Other local sources. a. Local retail sales taxes provide a small part of the revenue of some local systems. Such taxes may be used even more in the future. b. Local income taxes on salaries, wages, and businesses may also be used as revenue sources. c. The rise in the cost of running schools (supplies, salaries) will necessitate a further search for revenue sources. d. Local property taxes will probably continue to carry the major share of the burden for some time. B. State sources. 1. Support is to assure equal opportunity for all, encourage local support and distribute educational costs among different tax sources. 2. Part of the general sales tax in Ohio is earmarked for the use of education. 3. The State of Ohio, in 1969 contributed about 35% of public school funds. 4. Foundation programs attempt to equalize aid to various school systems in the state. This is a formula worked out whereby state aid (in money) is given to local systems to help them pay for public education. 5. A local system must levy certain taxes (17 mills) in order to be eligible for state aid.	

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee B Finances (Cont.)	6. State aid is based on the number of pupils who attend the schools in the system. 7. State funds usually carry with it state controls over certain aspects of education. The money is earmarked and can only be spent for certain purposes and certain things. C. Federal 1. Not limited by state lines, tax base or use of funds appropriated. 2. Funds usually used to attain broad general goals. 3. Numerous grants both direct help achieve national goals (civil rights, defense, etc.). 4. Usually involves federal control of spending. 5. Only 5 per cent of local total in 1969. 6. Involves a vast amount of money, numerous personnel, and countless laws (E.S.E.A., N.D.E.A. etc.). 7. Present trend is to more federal funding and less state and local funds. D. Expenditure of funds. 1. Local a. Bond monies can only be spent for the purpose voted on by the electorate. These are most often capital expenditures; building, property and equipment. b. Levy money is most often utilized through a general fund outlay. Salaries, wages, supplies, busses, summer programs, food service, maintenance etc. c. The major outlay of most, if not all, systems is for wages and salaries. d. State and federal aid money is very often appropriated for special purposes, (food programs, bussing, vocational education, etc.) and cannot be used for other purposes.	

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee C Values	III. Values of Education. A. Practical values to you. 1. Economic values. a. Through learning to read, I can 1) Keep up with local, state, national and world events which may vitally affect me and my family. 2) Compare prices in ads and avoid being gypped. 3) Determine what kinds of jobs are available, and where, through the use of want ads. 4) Prepare for a better job by reading instructions. 5) Compare and contrast many events and things, in order to better use them. b. Through learning to write, I can 1) Write for information from many sources. 2) Qualify for certain jobs which require written work. 3) Take part in local, state and national government by writing to officials and newspapers. 4) Sign contracts, checks, credit applications when I get old enough. 5) Request certain services of government. 6) Keep a record of events which have significance to me. c. Through learning arithmetic, I can 1) Help my family figure our budget and what we can buy. 2) Determine the best prices. 3) Compare values. 4) Avoid being gypped. 5) Qualify for higher paying jobs that require figuring. 6) Determine if my family is paying too much rent.	

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee C Values (Cont.)	2. Social values. a. Through reading, I can 1) Understand my society and culture. 2) Help bring about desired change. 3) Understand other people, their customs, values, history, attitudes etc. 4) Improve my position in my own society. b. Through writing, I can 1) Participate in social change. 2) Convey information to others. 3) Make my voice heard. 4) Request information from distant sources. c. Through arithmetic, I can 1) Help those in my own culture make the best use of their money. 2) Budget my own money wisely in order to obtain the best results. 3) Help prepare myself to be less of a burden on others. 4) Determine if others are misusing me and my culture. 3. Political values. a. Through reading, I can 1) Determine the qualifications of candidates for office. 2) Vote intelligently when I reach voting age. 3) Prepare myself for political office. 4) Determine if elected officials are really doing the job.	

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee C Values (Cont.)	b. Through writing, I can 1) Express my own views on politics. 2) Make those views known to elected officials, candidates, and the general public (letters to the editor). 3) Help bring about desired change. c. Through arithmetic, I can 1) Determine if local, state and federal money is being used in the best way. 2) Determine if local tax money is adequate for local purposes. 3) Help my family and neighbors vote intelligently on a local levy. 4) Determine how much a levy will produce and how much it will cost me or my family. 5) Help others to understand that schools need money and how much they need and what for. B. Potential 1. Through the use of reading, writing, arithmetic, and other school subjects, I can a. Understand other people and other societies better: Why people do and say what they do. b. Participate intelligently in my society and take an active part in necessary change. c. Qualify for better jobs, better living conditions, and better race relations. d. Qualify for higher education and thus compete on the same level as others and so progress upwards. e. Become an active participant in government and perhaps even an elected official and help make policy, local state or national. f. Begin to realize that education is power, power which we can use to help make the world a better place for me, my family and my friends.	

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee D Problems and Solutions	IV. Problems and Solutions A. Problems which affect me personally. 1. Textbooks a. Are usually old and frequently in such bad shape they cannot be used at all. b. When usable the content is often outdated, irrelevant, and definitely segregated. (Dick and Jane are still W.A.S.P.'s). c. Supplementary books (dictionaries, encyclopedias) are either in short supply or not available at all. d. There is often not enough books for everyone to have one. 2. Equipment a. Playground equipment is often lacking altogether, or in very poor condition. b. Classroom equipment (desks, lockers etc.) is often in very poor condition. c. A.V. materials are frequently missing altogether, and when present are either old or in a sad state of dispair. d. Sometimes when equipment is there, no one knows how to use it properly, so it goes unused. e. The equipment which is available is nowhere near as adequate and plenteous as it is in many schools in the "better" sections of town. 3. Buildings a. Many inner-city school buildings are forty years old and some are even older. b. Repairs have been postponed and as a result the buildings have deteriorated even more.	

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V. Information Retrieval

Committee D

Problems and Solutions (Cont.)

c. Vandalism (broken windows, damaged equipment etc.) has been consistently high.
d. The expense of maintenance and repairs has been increasing each year.

4. Personnel
   a. There is a great lack of ethnic teachers.
   b. There is a lack of teachers especially trained for teaching in the inner-city.
   c. The teachers often seem to have a "white" (WASP) orientation. Even the few ethnic teachers are likely to have a white middle class outlook on life.
   d. Special teachers (remedial reading, counselors etc.) are in short supply and great demand. This holds true especially in the ethnic groups.
5. Curriculum
   a. The curriculum is often dull, aimed at college bound students and is white middle class oriented.
   b. Ethnic histories are absent almost entirely.
   c. Other subject areas lack integration of ethnic groups as contributors and participants.
   d. The curriculum is static and largely irrelevant when it should be dynamic and concerned.
6. Finance
   a. A generally higher birth rate among inner-city residents means that more school rooms are needed for more children.
   b. Absentee landlords generally let property deteriorate so they will pay less taxes.
   c. The flight of the white middle class to the suburbs means a smaller tax base for school tax levies.
   d. Inner-city residents who are left either fail to vote at all, or if they vote, fail to support school tax levies.

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee D Problems and Solutions (Cont.)	7. Administration a. Many inner-city residents take no interest in their schools or the conduct thereof. b. Many inner-city residents, who are concerned about their schools, do not know what steps they can take to change them. c. Many inner-city residents are too easily intimidated by "white oriented" administrators; even if the administrators are of their own ethnic group. B. Solutions in which I can be active. 1. Political action. a. Through reading, I can inform my self and my parents about candidates who favor educational reform. b. Through writing, I can inform candidates of areas, of concern to me, which need changed. c. Candidates who favor improvement of education may use my help to pass out handbills etc. d. My parents, friends and neighbors could be encouraged to become active in local politics. e. The school sends certain material home. I could help my family read and understand it. f. Encouraging my parents and neighbors to become active in the local P.T.A. is a way I could help. g. I can encourage my parents to attend the local school board meetings and agitate for change. h. Through reading and research, I can find out about and encourage local control of schools. I can use Ocean Hill, Brownsville as an example. 2. Social action. a. Friends and neighbors can be informed about local school affairs with my help.	

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V. Information Retrieval Committee D Problems and Solutions (Cont.)	b. Local residents can be urged to take an active part in school affairs. c. My family can be encouraged to become informed and active in local school affairs. d. I can try to show local boys and girls that vandalism really is money out of their own pockets eventually. 3. Financial action. a. With my help my family can vote intelligently in local school levy campaigns. b. With my help my family, friends and neighbors can begin to understand the diffculties faced by schools. c. With my help (reading and writing), my family and neighbors can better understand how we can all demand real performance for our education dollar. 4. Continuing action in which I can be active. a. My reading and writing can help family, friends and neighbors know and understand how they can assist in applying pressure on the school system in order to force change. 1) Pressure for more state and federal aid. 2) Pressure for equal educational opportunities. 3) Pressure for a valid and relevant curriculum. 4) Pressure for better prepared teachers. 5) Pressure for special area teachers. 6) Pressure for recognition and utilization of ethnic group contributions.	

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STRATEGY	CONTENT	MATERI
V. Information Retrieval Committee D Problems and Solutions (Cont.)	7) Pressure for inclusion of contemporary affairs (sex, war, poverty, drugs, crime, ethnic history etc.) in the curriculum. b. A continuing interest and involvement in current school affairs through any local groups.	

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AN OUTLINE OF A TEACHING STRATEGY

PHASE	PURPOSE
I. Introduction	Motivation of students
II. Raising Questions	Listing students' questions
III. Categorization of questions by students	Organization of ideas. Experience in critical thinking.
IV. Forming and Instructing Committees	Grouping for social or psychological ends. Placement of responsibility for learning upon the shoulders of students.
A. Tasks	To let students know they are defining, pursuing, and reporting their own study.
B. Roles	To aid students in identifying desired organizational schemes for small groups and to help them define the responsibilities and behaviors or leaders and group members.
C. Methods of Researching Information	To aid students in locating, recording, organizing and presenting information.

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STRATEGY	LEARNING ACTIVITY
VII. Overview	After each committee has made its report, the teacher and class can review the questions originally posed by the class in phase II of the Strategy. They can determine if the questions have been answered and if additional information is still required.

Following this, the teacher can guide the class to consider some of the "big" questions which relate to their unit. These questions may call for higher level cognitive skills such as analysis, synthesis, etc. They may also ask the child to classify his values. Some examples of such questions follow:

1. How do you feel about education?

2. Does our country need educated people? Why?

3. What kinds of things would you like to have in school that we do not have now? How would these be paid for? Do you think the taxpayers would be willing to pay for these? Why?

4. How do people feel about paying taxes?

5. How do people feel toward paying for schools? Why?

6. What problems of education are you most concerned with? What would you like to do about them? etc.

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STRATEGY	CONTENT
VIII. Generalizations	1. As one increases his education, he increases his opportunities for personal economic gain and for effecting social and political change.
	2. As members of a group become more educated they stand a better chance of effecting change.
	3. As institutions perceive an increase in pressure, they will more likely respond either by further protecting the status quo or, as pressure continues, by modifying their functioning.
	4. The failure rate of school levies is usually related to the state of the economy.
	5. Institutions, like people, tend to repeat yesterday's routine unless pressured to change.
	6. Changing institutions requires group pressure. Organized pressure is more effective than individual pressure.

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STRATEGY	LEARNING ACTIVITY
IX. Culminating Activities	SOME SUGGESTED CULMINATING ACTIVITIES

1. Have a school board member come in and talk to the class. Be sure to discuss with them beforehand the possible questions which might arise.

2. Have a mini-debate on an issue from the unit.

3. Prepare a Room 222 play or puppet show. Include the major findings of each committee.

4. Prepare a program for Education Week. Present to parents or P.T.A.

5. Link all the committee reports together with a narration and present the total program.

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RESOURCES

Books:

Beim, Jerrald. Country School. New York: William Morrow and Company, 1955.
This book explains a rather hectic day because of strange and unusual happenings in a country school.

Buchheimer, Naomi. Let's Go To A School. New York: G. P. Putnam's Sons, 1957.
In the story the words, auditorium, cafeteria, cloakroom, custodian, easel, engineer, etc. are illustrated in the form of a bulletin board display. A very good explanation of a school.

Engeman, Jack. My First Days At School. The Bobbs-Merrill Company, Inc., 1960.
A very good story in picture of one's first day in school. This book will help third graders to remember their first day at school.

Greene, Carla. I Want To Be A Teacher. Childrens Press, U.S.A., 1965.
In this book Mary decides to learn and be a good teacher like Miss Jones. Children tend to imitate their elders.

Lexau, Joan. Olaf Is Late. New York: Dial Press, 1965.
Olaf goes through the experience of many grade school children, finding an excuse for being late. A very amusing book, and one the children will thoroughly enjoy.

McCarthy, Agnes. Let's Go To Vote. Putnam, 1962, (3-5).
This book contains much relevant material for this unit. It explains the voting system, registration, campaigning, and ballots.

Newman, Shirlee. About the People Who Run Your City. Melmont, 1963, (K-3).
Excellent explanation of city officials, their duties, and how they are elected. Also good explanation of city departments and what their duties are.